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Read about your fellow TESOLers’ language mishaps and travel-related adventures in this issue!
Long time no see!

Stop by to say hello during our TESOL social on February 20!

Come for good conversation and snacks with even better company!

Stay Connected with AU TESOL!

Upcoming Events

TESOL Social
Join us in the TESOL office (Letts Lower Level, Suite 5) to snack and chat with current AU TESOL students, professors, and alumni!

Thursday, February 20
4:00pm-5:15pm

AU TESOL Luncheon at TESOL International Convention
Join fellow AU TESOLers for lunch during the convention!

Thursday, March 27
12:00pm-1:30pm
Habesha Ethiopian Restaurant & Bar
801 NE Broadway St
Portland, Oregon 97232

End of Semester Potluck
Celebrate the end of the semester and our May grads with AU TESOL students, faculty, and staff.

Thursday, April 24
4:30pm-5:30pm
TESOL Program Office
While making arrangements for a trip through southern Chile, I sent an alarming email to one hostel. I tried to construct a verb I didn’t know from a noun I did know (home/hogar). Instead of asking for space to accommodate us (espacio para alojarnos) for our dates, I unwittingly inquired if they had room for us to drown ourselves (ahogarnos). We weren’t too much of a liability after all; we were allowed to stay!

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Opening Reception</td>
<td>Tuesday, January 14</td>
<td>4:30pm-5:30pm</td>
<td>Letts L.L. Conference Room</td>
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<tr>
<td>Portfolio Session</td>
<td>Thursday, January 23</td>
<td>8:10pm-9:30pm</td>
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<td>Pronunciation Workshop</td>
<td>Saturday, January 25</td>
<td>9:00am-2:00pm</td>
<td>Butler Boardroom</td>
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<tr>
<td>Program Social</td>
<td>Thursday, February 20</td>
<td>4:00pm-5:15pm</td>
<td>TESOL Program Office</td>
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<tr>
<td>A U T E S O L Luncheon at TESOL International Convention</td>
<td>Thursday, March 27</td>
<td>12:00 pm-1:30pm</td>
<td>Habesha Ethiopian Restaurant &amp; Bar Portland, Oregon</td>
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<tr>
<td>TESOL Lecture Dr. Terrence G. Wiley, Center for Applied Linguistics</td>
<td>Rescheduled for Fall 2014</td>
<td>Exact Date &amp; Location TBD</td>
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<tr>
<td>Categorical Pizza</td>
<td>Tuesday, April 1</td>
<td>8:10pm-9:30pm</td>
<td>MGC 247</td>
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<tr>
<td>Spring Workshop</td>
<td>Saturday, April 12</td>
<td>9:00am-2:00pm</td>
<td>Butler Boardroom</td>
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<tr>
<td>End of Semester Potluck and Graduation Celebration</td>
<td>Thursday, April 24</td>
<td>4:30pm-5:30pm</td>
<td>TESOL Program Office</td>
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Student, Alumni, & Faculty Updates

AUTESOL at the TESOL International Convention
March 26-29, Portland, Oregon

Heather Benucci (MA TESOL 2011): "Teaching Asynchronous Online Classes with CourseSites." Electronic Village, Saturday, March 29, 2014, 8:30am.

Sharla Branscombe (MA TESOL): "Learner-centeredness and Negotiating a Digital Story Assignment." Master’s Student Forum, Wednesday, March 26, 2014.

Renee Feather (MA TESOL 2000): Workshop leader for TESOL’s Leadership Certificate Program for two modules:
- “Hiring Essentials.” Thursday, March 27, 12:30pm-2:00pm.
- “Building Teams and Facilitating Groups.” Friday, March 18, 11:00am-12:30 pm.

Prof. Heather Linville: "Meeting the Standards: ESOL Teachers as Advocates for ELLs." Saturday, March 29, 2014 at 2:00pm, Convention Center room OB 202.


Dr. Polina Vinogradova:
- “Empowering Heritage, Community, and Native American Learners through Digital Stories,” a session organized by the Center for Applied Linguistics presenting the Handbook of Heritage, Community, and Native American Languages in the United States: Research, Policy, and Educational Practice (2014, Routledge & CAL). Thursday, March 27, 4:00pm, Convention Center room B 115.
- “A Pedagogy of Multiliteracies in ESL Instruction: How and Why.” Friday, March 28, 5:00pm, Convention Center room E 147.


Prof. Sarah Young: “Classroom Literacy Practices, Peer Interaction, and L2 Question Development: A Case Study of One Low-Literate ESL Learner” as a part of a colloquium entitled “Understanding Language Learning Among Students with Limited or Interrupted Formal Education (SLIFE).” AAAL Annual Conference, Portland, OR, March 22, 8:00am-11:00 am.

Best of luck to all of our students, alumni, and faculty members on their upcoming presentations, conferences, and workshops!
Student, Alumni & Faculty Updates

Michelle Chan (MA/MIP TESOL) completed her 27-month Peace Corps service in Jordan in December 2013 and is now an adjunct instructor with NOVA and VIU.

Renee Feather (MA TESOL 2000) moved to Colorado in 2010 and has since presented at CoTESOL in 2011, 2012, and 2013. In the fall of 2013, she delivered an in-service workshop to the University of Colorado/Boulder’s ESL faculty and currently works as a CEA site reviewer.

Dr. Jisook Paik recently published a Korean translation of the English book *The Scarlet Cord*:


Dr. Polina Vinogradova’s chapter "Digital stories in heritage language education: Empowering heritage language learners through a pedagogy of multiliteracies" appears in *Handbook of heritage, community, and Native American languages in the United States: Research, educational practice, and policy*, recently published by Routledge and the Center for Applied Linguistics:


Rebecca Wilner (MA TESOL 2009) is currently teaching 11th grade ESL and AP English at a Jewish school in Panama City, Panama. She has given workshops and presentations for the Peace Corps TEFL volunteers, the University of Panama, and for several Panama TESOL events over the past six months. These events include: Using Socratic Questions to Encourage Autonomous Learning, Developing Oral Fluency, and Readers Theater: The Nexus of Literature and Oral Fluency.

Rivka Yerushalmi (TESOL Certificate) will be teaching an evening class for intermediate ESL students through the Literacy Council of Montgomery County during the upcoming winter/spring semester. Additionally, she has begun a new position as a director of a senior employment program for Montgomery and Frederick County residents who are 55 years of age and older. She will have the opportunity to utilize her knowledge of local resources to encourage them to enroll in ESL classes and/or obtain English tutoring.

Please keep us updated on what you are doing!
We love hearing from Program alumni and current students.
Shuyu Liu
MA TESOL

United States
[junaited stets]

While walking home with a classmate, we discussed our weekends. I told her that I had gotten a cold, but she thought I said I had gotten a coat. Her response (“That’s so nice!”) was very confusing at first!

Upcoming Events

English as a Lingua Franca and the Need to Incorporate Learner-User Perspectives in ELT Policy and Practice

Dr. Terrence G. Wiley
Rescheduled for Fall 2014
Exact Date & Location TBD

This lecture addresses challenges and issues posed by English in the role of a lingua franca and speculates on its fate in that role. Some predict the coming of a world in which English is the world’s primary second language, displacing the need to learn other languages, and this is happening in some contexts largely as a result of ELT educational policies and practices. Others decry the impact of English when it pushes other languages out of the curriculum, threatens the dominance of national languages, speeds the eradication of indigenous languages, or fails to deliver on the promise of social mobility. In considering these issues, this presentation notes the need to promote ELT educational policies that are sensitive to, and incorporate, learner-user perspectives in order to moderate the potential negative impact of English dominance while encouraging equity and learner-user agency.

Dr. Terrence G. Wiley is President of the Center for Applied Linguistics in Washington, DC. He also serves as Special Professor with the Department of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park. Dr. Wiley is Professor Emeritus at Arizona State University, where he served as Executive Dean of the Mary Lou Fulton Institute and Graduate School of Education and Director of the Division of Educational Leadership and Policy Studies. His teaching and research have focused on educational and applied linguistics, concentrating on educational language policies; language diversity and immigrant integration; teaching English as a second and international language; bilingualism, literacy, and biliteracy studies; and bilingual, heritage, and community language education. He has won numerous awards for scholarship, teaching, and service.

Pronunciation Workshop

Dr. Robin Barr
Saturday, January 25, 9:00am-2:00pm
6th Floor Butler Boardroom,
Butler Pavilion

Categorical Pizza

Dr. Robin Barr
Tuesday, April 1st, 8:10pm-9:30 pm
Mary Graydon Center 247
Paige Reuber
MA TESOL

Guatemala [gwatəmələ]
Thankfully, people warned me early on when learning Spanish to not describe an embarrassing situation by using "Estoy embarazada" (I’m pregnant). However, using this phrase became such a joke that it was extra easy to have it slip out!

Bonny Norton is a Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia, Canada. Her primary research interests are identity and language learning, critical literacy, and international development. In 2010, she was the inaugural recipient of the "Senior Researcher Award" by the Second Language Research SIG of the American Educational Research Association (AERA), and in 2012 was inducted as an AERA Fellow. The second edition of her book "Identity and Language Learning", will be published by Multilingual Matters in October. Her website can be found at http://www.educ.ubc.ca/faculty/norton/

Christina Higgins is an associate professor in the Department of Second Language Studies at the University of Hawaii at Manoa. She is a sociolinguist who is interested in the politics of language, multilingual practices, globalization, and identity. She utilizes discourse analytic, ethnographic, and qualitative approaches to study various facets of the global spread of English and multilingual identities. Her research explores the relationship between language and identity with reference to local and global forces, resources, and affiliations. She is the author of English as a local language: Post-colonial identities and multilingual practices (Multilingual Matters, 2009), co-editor (with Bonny Norton) of Language and HIV/AIDS (Multilingual Matters, 2010), and editor of Identity formation in globalizing contexts: Language learning in the new millennium (Mouton de Gruyter, 2011). Her website can be found at http://www2.hawaii.edu/~cmhiggin/

Upcoming Events

Intensive Summer Workshop
“Language and Identity”
Bonny Norton and Christina Higgins
June 13-15, 9:00am-5:00pm

The purpose of the workshop on language and identity is to explore current debates in the field of language education that address language as a social practice. Participants will investigate the way language constructs and is constructed by a wide variety of social relationships, including those between writer and reader, teacher and student, classroom and community, test maker and test taker, researcher and researched. Participants will consider how gendered/raced/classed identities are negotiated within such social relationships. They will also explore how social relations of power can both constrain and enable the range of educational possibilities available to both learners and teachers.
Student Spotlight

Tanya Camp is a second semester MA TESOL student. Prior to joining the TESOL community, Tanya spent three years teaching and traveling in South Korea and across Southeast Asia after graduating from Missouri State University with a bachelor’s degree in Art and Design and a minor in Spanish. She discusses how her travel and teaching experiences abroad have lead her to become a member of the AU TESOL community today.

I decided to travel to South Korea and teach English after I graduated from university for reasons other than what might be expected. My mother is Korean, but I was not familiar with our heritage growing up. My mother married my father, an American citizen, to the disapproval of her family. At the time of their marriage, interracial marriage was taboo in Korea. As a result, my mother left her home with no intention of ever returning. As part of her new life in the U.S., my mother tried her best to assimilate to American culture. I only learned a few words of Korean while I was young and knew very little of her past life in South Korea. Imagine my mother’s surprise when I told her that I wanted to spend a year living abroad in South Korea! She was very reluctant when I first told her the news; I imagine she might have even felt betrayed by the fact that I wanted to live in the place that she left in order to start her new life. Eventually, she realized that it was important that I immerse myself in the culture that I had not been a part of growing up.

While in South Korea, I worked in a variety of settings as an English teacher. I taught EFL in South Korea for just less than three years. I was employed by the Seoul Metropolitan Office of Education and was a participant of the English Program in Korea (EPIK). I primarily taught elementary students in a low-income public school. In addition, I taught phonics and conversation courses in a government subsidized English academy, as well as tutored North Korean defectors with People for Successful Corean Reunification (PSCORE). Finally, I instructed conversation classes for my colleagues at the elementary school at which I taught.

I took Spanish classes since freshman year in high school and was very aware of the fact that different cultures valued different ways of life compared to what I was accustomed to. Despite this, I was still very shocked when I first arrived in South Korea. I had left one homogenous area (the Midwest) for another homogenous one. I had done my best to prepare myself for the shock and homesickness that would undoubtedly surface, but nothing could prepare me for what I experienced. It was quite difficult at first being the only foreigner in a place where everyone else shared a common language. I felt very isolated and like an outsider. I noticed that the Korean teachers were reluctant to speak to me in English because they were self-conscious of their English speaking abilities. I decided that it would be to everyone’s benefit if I enrolled in Korean language classes.

I was unsure how to interact with my students when I first began my teaching career in Korea. Initially, I had a hard time with classroom management because all of the students shared the same first language while I was the only one who could not communicate in Korean. There were times when I was sure the students were talking about me! After I took a few Korean language courses, however, I began to understand snippets of my students’ conversations. It was satisfying to interject in students’ conversations when they least expected me to understand. After I did this to a few students, the rumor was spread that I was in fact fluent in Korean and that I only pretended to not know how to speak it. My students opened up to me quickly after that and paid more attention in class. By the end of my three years with the same students, I had developed rich relationships with the majority of them and I was devastated when I left. I can’t recall a phase in my life when I was sadder than in my last week in Seoul.
After taking classes for a few months, I began to practice my new language skills with my co-workers. To my delight, everyone opened up to me. I could tell that even though my skills were weak, my co-workers appreciated the fact that I was taking the time to learn their language and culture. I also realized that learning another language was not as simple as I had remembered it to be; my empathy for the students grew. In addition, I realized that the most important material was that which would help the students communicate in real-life situations. In the end, taking language courses while teaching abroad not only benefited me, but it benefited my students as well.

My travel experiences affected me in ways that I will never be able to fully articulate. Growing up in the Midwest, I was not exposed to many other cultures. Traveling to countries such as Thailand, Japan, Cambodia, Philippines, Nepal, India, and the United Kingdom allowed me to experience the unfamiliar. Traveling abroad afforded me the opportunity to realize that there are so many other ways of doing and seeing the same thing. Ultimately, this is what led me to pursue a degree in TESOL. I realized the importance of learning about and sharing different cultures, but that without a common language, doing so proves to be difficult. Before I lived abroad, I rarely traveled beyond the states immediately bordering Missouri. I was a top student and was inquisitive, but one can only learn so much by staying in the same place. My time abroad made me realize that there is so much to learn in life that can only be learned through experience. It is my hope that as an instructor of English that I will provide my students with the tools to experience things that they would not have been able to had they not learned English.

Now, my travel bucket list includes Brazil, Hong Kong, and Dubai. I would also love to go back to South Korea and Japan. At this time, I will remain in the U.S. after graduation but I hope to teach abroad again in the future.
Online MA in TEFL
To be launched May 2014!

The online MA in Teaching English as a Foreign Language (TEFL) program is designed specifically for students interested in teaching English as a Foreign Language (EFL) in secondary schools, universities, and private language schools outside of the United States.

Students take one course during each 8-week session and may complete the MA in TEFL in eleven sessions (less than 6 semesters) of continuing coursework from locations in or outside of the United States.

Please visit [www.american.edu/cas/tesol/ma-tefl.cfm](http://www.american.edu/cas/tesol/ma-tefl.cfm) for more information and to learn how to apply!

Elise Gorman
MA TESOL

China [tʃainə]
I had to be careful while I was getting strangers’ attention in China – because it’s a tonal language, the pronunciation for qingwen (excuse me) and qin wen (kiss) are very similar. A minor error in pronunciation could make for a very strange interaction!
Alumni Spotlight

Bill Lalli (MA TESOL 2005) recounts his experiences while serving in the Peace Corps as an instructor at Leyte Normal University in Tacloban, Philippines. Since Typhoon Yolanda, Bill has been reassigned as an instructor at Capiz State University in Pontevedra, Philippines, and hopes to incorporate environmental education into his classroom.

The views expressed in this article are Bill's own and are not endorsed by the Peace Corps.

On Sunday, November 10, I and eleven other Peace Corps volunteers were airlifted out of Tacloban, Leyte, by the Philippines military following the November 8 destruction of Typhoon Yolanda and three days of hunger, anxiety, and disbelief.

I had been teaching English at Leyte Normal University in Tacloban and living in nearby Palo, Leyte, where General Douglas MacArthur landed during the World War II liberation of the Philippines. Prior to the typhoon, however, I taught English at Leyte Normal University, both to college students and elementary school students at the Integrated Lab School on campus, where student teachers teach for their practicum. I also taught English for specific purposes; for example, focusing on learning how to prepare for a job interview and how to write a restaurant menu for the hospitality majors. I also helped coach the women's softball team.

When Typhoon Yolanda was forecasted to make landfall in Leyte, eleven Peace Corps volunteers (we would eventually meet a twelfth volunteer who was vacationing in Tacloban!) working in Leyte were instructed to consolidate at a hotel in Tacloban, the capital of the province. We could not have imagined at that time that we would be in the path of the most powerful typhoon in recorded history.

Somehow we had survived the typhoon in our concrete, mostly windowless hotel. When we emerged, the devastation was complete and chilling – no power, no food, no water, no contact with any type of rescue. Houses floated down the street, lines were down everywhere, and cars were overturned in heaps. We did our best to figure out what we should do…

We eventually made our way from our first hotel, Lai Rico, through the wreckage of the city, to the Leyte Park Hotel – once the nicest hotel in Tacloban, overlooking the beauty of the San Juanico Strait and the island of Samar. We had learned that the Philippines Red Cross, the press, and the army might be at the hotel. Finally we were able to send a message to Peace Corps HQ through the Philippines Army, advising them of our location and condition. Through one volunteer’s friendship with a counterpart in an Australian NGO, we located a satellite phone and contacted Peace Corps HQ once again, and advised them of our plan to walk to the Tacloban Airport for potential rescue.

Twelve Peace Corps volunteers (PCVs) had walked for about eight miles over four hours in driving rain to the Tacloban airport. We started at 4:00 a.m. in darkness in a group with Filipinos, foreign tourists, and families with children in a city without power, lighting our way by our cell phones, navigating the downed trees, poles and power lines, wrecked vehicles, and what remained of people’s homes and businesses.

After the arduous and soggy trek to the airport, we arrived to stand for hours in rain and flooding in the typhoon-ravaged airport, waiting for transport on a Philippines C-130. But we were happy to be there after the calamity we had experienced.

About 100 refugees were squeezed into a C-130 – the planes they transport tanks in – herded like cattle with little children, packed to capacity, for flights to Cebu City and then to Manila.

We arrived first at Cebu City Airport. We enjoyed a bright, warm sun on the tarmac, as some passengers deplaned, and then we got back on for the final leg to Manila. The plane was big, loud, and densely packed, but the crew were professionals and
brought order to disorder.

Peace Corps official Sara Wood greeted us warmly as we disembarked from the plane at a military base in Manila. We were taken to the Pension Natividad, whose pleasant staff, comfortable accommodations, and lovely gardens were a welcome respite from the storm – the Peace Corps took care of us when we returned.

We were all grateful to be safe. Such is the bond with the Filipino people, most of the 40 volunteers whose sites were affected by the typhoon plan to return to the Philippines. Through this entire ordeal, we met kind Filipinos who shared what they had with us, and others who greeted us warmly as we made our way through their destroyed neighborhoods.

We have returned to the United States while the Peace Corps determines the viability of former sites, and finds new sites, in which to place the volunteers who were displaced in Samar and Leyte.

While I can only speak for myself, my sense is that most of the PCVs have really connected, formed friendships, and experienced love with the Filipino people. So much has been written about their resilience and generous spirit. I can only echo those sentiments.

We have become titos and titas and kuyas and ages – family to our Filipino friends. Leyte and Samar shall rise again! And like Douglas MacArthur, I shall return on January 15.

Alumni Spotlight, Continued

Congratulations to our December 2013 Graduates!

MA TESOL

Lucy Ruiz
Emily Vandermade

Downed power lines and damaged buildings in Tacloban, Philippines
Faculty Spotlight

Naomi Baron Shares the Journeys of an Academic Life

Dr. Naomi Baron is Professor of Linguistics in the TESOL Program (World Languages and Cultures, CAS) and Executive Director of the Center for Teaching, Research, and Learning.

What is a linguist doing in Ljubljana? For that matter, what's a linguist doing comparing reading habits in the US, Japan, and Germany? One of the most liberating aspects of an academic life is the freedom to identify what you most care about intellectually – and then change your mind as you experience more of what there is to know and why it's worth knowing. Here's my saga.

After finishing a PhD in linguistics at Stanford University (where I specialized in the history and structure of English, along with child language acquisition), I made my way to Brown University for my first teaching job. When I arrived at Brown, I had the dubious privilege of being one of only thirteen females on a faculty of 500. A decade later, while on leave from Brown, I did visiting stints at Emory University and the University of Texas at Austin (where I wrote a book on computer languages while on a Guggenheim Fellowship). I also held the interesting title "Brown Visiting Chair" at Southwestern University in Georgetown, Texas. (The "Brown" is from "Brown & Root", the huge Texas construction company to which fellow Texan Lyndon Johnson funneled many building contracts in Viet Nam.) Next stop was Washington, DC – the area in which I had grown up – but this time at American University.

I was hired at American in the position of Associate Dean in the College of Arts and Sciences, with my academic appointment in what was then called the Department of Language and Foreign Studies (now World Languages and Cultures). At that time, the equivalent of the TESOL Program was a certificate and an MA in applied linguistics. I'll spare you the administrative horsetrading of the next few years, but by the early 1990s, I had had a hand in reshaping the curricula of both programs, including creating the program that is now the MA in TESOL.

Unable to get the administrative bug out of my system, I spent four years chairing the Department of Language and Foreign Studies, all the while adding components to the TESOL Program. (The first year we held the Summer Institute, I remember washing the "break room" floor myself and bringing all the food.) Other initiatives followed, thanks in large part to the invaluable efforts of my colleagues. For more than a decade, one of my official hats was Director of the AU TESOL Program.

But I also couldn't get research out of my blood. Though my earlier books had been about the history of English, children language acquisition, and the relationship between spoken and written language, I became fascinated with the effects that technology has upon language, and then the impact both technology and language have on social interaction. In the year 2000, Alphabet to Email: How Written English Evolved and Where It's Heading came out. Eight years later, I wrote Always On: Language in an Online and Mobile World. Both books earned me awards in the English-Speaking Union’s Duke of Edinburgh English Language book competition, the best part of which was trips to Buckingham Palace and conversations with Prince Philip.

Technology doesn't stand still, and neither (much to my family's regret) do I. During my sabbatical in Fall 2007, I was fortunate to have a Swedish Fulbright award at the University of Gothenburg, where I began work on a cross-cultural study of how university students use mobile phones. Gothenburg is a charming city on the west coast of Sweden. (In Spring 2008, the research carried me to Italy and Japan as well.) The crowning highlight of my Fulbright semester was being able to attend the Nobel Prize Ceremony in

The Dragon Bridge in Ljubljana, Slovenia, built in honor of the fortieth anniversary of the rule of Emperor Franc Jožef I
Stockholm on December 10 (the date of Alfred Nobel’s death in Sanremo, Italy in 1896).

Look past me in the photo to the background. About half-way up, you’ll see a wall of flowers. Great trivia question: Where do all the flowers come from each year? Answer: The people in Sanremo send them to honor Nobel.

Thus far, my research questions had largely concerned speaking and writing. But what about reading? After about a quarter century of teaching (yes, it’s true), I had become increasingly concerned about the diminished amounts of reading students were willing to do. With the spread of laptops and ubiquitous internet access, along with the appearance of tablets and explosion of mobile phones, I was equally worried about how difficult it was to do concentrated work – including reading – on these devices, since distraction and multitasking were just a click away.

About four years ago, I began working in earnest on the question of whether the reading we are doing on digital screens is redefining what it means to read. I already knew a considerable amount about how writing – and reading – had evolved historically. Were digital technologies just one more step in a seemingly natural evolution or were factors such as distraction leading us away from some of the practices and virtues of that uniquely human activity known as reading? These time-honored practices include reading lengthy volumes, doing continuous reading (rather than searching or just reading snippets), making personal annotations in margins, rereading, and tackling complex texts.

The ePublishing industry was starting up in earnest, especially following Amazon’s launch of the Kindle eReader in late 2007. With the coming of the Great Recession, along with continuing rise in the cost of textbooks, educators responsible for students from K through college began looking to save students (or school districts) money by switching from print to eBooks, which were generally less expensive. Unfortunately, no one was asking students what they thought of the move.

So I stepped in. Since 2010, I have run three surveys of undergraduates at American University, along with parallel studies (thanks to help from my international colleagues) in Japan and Germany. (For the Japanese data, my gratitude to Professor Noriko Ishihara, who previously taught in the AU TESOL Program.) The questionnaires included such issues as what reading platform – print or onscreen – students preferred for school work or for pleasure, on which platform were they more likely to reread a text, did the length of text matter in their choice of platform, where were they most likely to multitask, and on which platform was it easiest to concentrate.

Another book was in the offing.

Once more, fortune smiled my way. Last year, I was able to spend a bit more than three months at the Stanford Center for Advanced Study in the Behavioral Sciences. The Center, which sits up in the hills just above Stanford University, provided quiet individual studies – and wonderful intellectual companionship – where we could work on our individual projects. Two of the members in my research group were Susan Herring (known for her work on computer-mediated communication) and Deborah Tannen (who’s probably best recognized for her writings on language and gender).

While at Stanford, I managed to write the first four chapters of the book I’ve entitled Words Onscreen: The Fate of Reading in a Digital World. The weekend before Thanksgiving 2013, I finished drafting the tenth and final chapter. With luck, Oxford University Press will bring the book out in Fall 2014.

The topic of the book has peaked interest in many quarters. In the past year, I’ve presented aspects of the research in Brazil at the Universidade do Estado do Rio de Janeiro, in Stockholm at the Royal Swedish Academy of Sciences, and yes, at the University of Ljubljana in Slovenia, in the city where the dragons stand guard.
Bilingual Education Program

School of Education, Teaching & Health

The graduate program in bilingual education prepares educators and policymakers to work in the field of bilingual education both domestically and internationally.

- MA in Bilingual Education
- Graduate Certificate in Bilingual Education

Students who participate in this program are able to focus in one of three areas of concentration:

- Master’s in Teaching (K-12)
- International Training and Education
- Teaching English to Speakers of Other Languages (TESOL)

This allows participants to specialize in an area that prepares them to meet their own career goals and needs!

Please visit http://www.american.edu/cas/seth/bilingual/index.cfm for more information and to learn how to apply!

Mary Spanarkel
MA TESOL

Turkey [tərki]

While teaching one of my students the slang word whack/wack (as in, “This is whack!”), I learned that a similar word in Turkish stands for the sound a duck makes. It took a lot of whacks and quacks back and forth to figure out what each of us were saying, but in the end we all had a pretty good laugh!